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| **WHAT CONTENT SHOULD BE TAUGHT**  Dyslexic students have difficulties with phonics. Deficits in phonics make reading and spelling more difficult and significantly less accurate and automatic. Dyslexic/tier III students need to be explicitly taught how to decode words. Each stage should be taught in order and the student should master one stage before moving on to the next stage. The table below is an overview of the content that Orton-Gillingham based teaching programs use with tier III struggling readers. | |
| **#1**  **Phonemic**  **Awareness** | The student must learn how to listen to a single word or syllable and break it into individual phonemes. The student must first be able to hear and produce the sounds before introducing print. |
| **#2**  **Sound/Symbol**  **Association**  **AKA: Phonological Awareness** | Next, the student would be taught sound-symbol correspondence. This step involves teaching the student the letters or combinations of letter which represent certain sounds. During this stage, it is imperative for the student to learn sound/symbol association in two ways. The student must be able to visually see the symbol and produce the sound and also be able to hear the sound and produce the symbol for each sound.   1. beginning and ending consonants: b, c-/k/,c-/s/, d, f, g, g-/j/, h, j, k, m, n, p, q, r, s, t, v, w, x, y, z 2. Short vowels: a, e, I, o, u, y-/e/, y-/i/ 3. Consonant blends: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sk, sl, sm, sn, sp, st, sw, tr, tw 4. Digraphs: ch, ph, sh, th, wh |
| **#3**  **Syllable Types** | Next, the six types of syllables must be explicitly taught so the students know what type of syllable they’re looking at in order to know the vowel sound that will be produced when reading the word. They should be taught in order and the student should fully understand one before moving on to the next type of syllable.   1. **Closed (VC):** the vowel is closed by a consonant. Examples: ham, met, kit, mat. It is important to work on one short vowel sound at a time beginning with the most common short vowel sound.   /a/ as in *cat* /e/ as in *pen* /i/ as in *pin* /o/ as in *hot* /u/ as in *cup*   1. **Open (CV)*:*** *the vowel is open and not closed in by a consonant.*   *Examples: me, go, we, be, to*   1. **Vowel consonant e (VCE):** vowel/consonant/e**.** Also known as “magic e” When the e is present, the vowel before the consonant becomes long. *Examples: bite, fine, game, hide, hole, line, made, nine, rate, safe*   After the student becomes comfortable with VCE syllables begin combining VCE with open and closed syllables to make more challenging words.  *example: combine, escape, helpful, reptile, resale*   1. **Vowel team syllables (VV):**  In a VV syllable two or more phonemes come together to make one sound.   Diphthongs: au, aw, ew, oi, oo, ou, ow, oy  Vowel Digraphs: ai, ay, ea, ee, oa, ue  Examples: *boil, coat, fruit, head, out* and *rain*.  Once the student has mastered diphthongs in one syllable words combine the diphthongs with open and closed syllables to create more challenging words such as: *cartoon, explain, remain*   1. **Consonant l-e (CLE):** this type of syllable the consonant is followed by the letters l and e.   *Example words: turtle and table*   1. **R combination/R controlled vowel:**  In R controlled vowels; the vowel is followed by the letter r, which gives the vowel a different sound.   R controlled vowels include: ar, er, ir, or, ur.  Example words: *far, hurt*, and *sir* |
| **#4**  **Morphology** | Morphology involves learning how morphemes are combined to create words. This stage involves teaching roots, and affixes (prefix, suffix, ed, ing, es). Morphemic elements must be taught in both structure and meaning.  For example, tract means pull so contract means pull together, subtract means pull away, and tractor means a machine that pulls.  Examples of roots:  Graph (writing) autograph  Tele (distance) telescope  Port (carry) portable  Examples of suffixes:  -en (made of) golden  -er (one who) farmer  -ance (state of) importance |
| **#5**  **Syntax** | In this stage the student will focus on the set of principles that dictate the sequence and function of words. Grammar, sentence variation, and language mechanics are the primary focus during this stage. The goal is for the student during this stage is to become more fluent with the newly formed phonics skills. |
| **#6**  **Semantics** | At this level students are expanding their vocabulary and exploring new words including synonyms, antonyms, and homophones. The goal during this stage is for the student to become more fluent with the newly formed phonics skills. Fluency is the primary goal during the last two stages. |